

*Apriyanti Hasibuan, The Use Of Think Pair Share Method....*

**THE USE OF THINK PAIR SHARE METHOD IN  
TEACHING ENGLISH TO IMPROVE STUDENTS'  
SPEAKING MASTERY AT THE GRADE XI OF  
SMK NEGERI 1 PADANGSIDIMPUAN**

APRIYANTI HASIBUAN

**ABSTRACT**

*This research deals with analysis the use of think pair share method could be improved students' mastery in speaking English. The sources of data was the grade XI TKJ-1 SMK Negeri 1 Padangsidempuan, which consisted of six students as the participants. The participants were divided into three groups; the first group (2 student) was the high ability. The second group (2 students) was the middle ability. The third group (2 students) was low ability. This research used qualitative method with descriptive analysis technique. The purpose of this research to know the using of think pair share method to improve students' speaking mastery at the grade XI of SMK Negeri 1 Padangsidempuan which usefull to make students comfort to express their ideas and enjoy to communicate in English.*

## **ABSTRAK**

*Penelitian ini melakukan studi penganalisaan penggunaan metode think pair share terhadap penguasaan bahasa inggris siswa kelas XI. Sumber data penelitian adalah siswa kelas XI TKJ- 1. Partisipan dari penelitian ini sebanyak enam orang siswa. Peserta dibagi menjadi tiga kelompok. Kelompok pertama (2 siswa) sebagai kelompok berkemampuan tinggi. Kelompok kedua (2 siswa) sebagai kelompok berkemampuan sedang. Kelompok ketiga (2 siswa) sebagai kelompok berkemampuan rendah. Penelitian ini menggunakan metode qualitative dengan teknik deskriptive analisis. Tujuan dari penelitian ini adalah untuk mengetahui penggunaan dari metode think pair share untuk meningkatkan kemampuan penguasaan berbicara siswa kelas XI SMK Negeri 1 Padangsidempuan yang berguna untuk membuat siswa merasa nyaman untuk mengekspresikan ide mereka dan menikmati berkomunikasi dalam bahasa Inggris.*

## INTRODUCTION

One of the skill in learning is speaking. Speaking is interactive and requires the ability to co-operate in the management of speaking turns (Thornburry, 2005 : 1). It also the main part of daily life that we take it for granted. Because the average person produces tens of thousands of words a day.

While Luoma (2004 : 9) stated that Speaking as interaction, and a social and situation based activity, these perspective see speaking as an integral part of people daily lives, they help assessment developers form a clear understanding of what it means to be able to speak language and then transfer this understanding to the design of task and rating criteria. Speaking involves the development of a particular type of communication skill. Oral language because of it is circumstances of production, tends to differ from written language in it is typically grammatical, lexical and discourse pattern. In speaking, teachers should give students' chance to talk well than write. Because people talk more than write. Speaking maybe a priority in the long term and teachers have to give wide space for students express their self through speak in English. It will help students to increase their speaking mastery. In learning English, as the foreign language, speaking also the most difficult language skill to assess realiably. Student's speaking ability is usually judged during a face to face interaction. Speaking in foreign language is very difficult and competence in speaking takes a long time to develop because the foreign language is still strange.

Another problem found in SMK Negeri 1 Padangsidempuan, students still looked passive. It was showed when the teacher interact with students. They looked confuse when the teacher used English to teach in learning process or when students were ordered to accomplish the questions that had prepared by the teacher, eventhough they want to express their ideas but they still passive. This case is influence by the method that teacher choose to teach students. The method use in the learning until now is still monotonous, namely lecture method. The condition caused students be surfeited. In order to pull students' interest, the teacher needs to use the various methods.

## DEFINITION OF SPEAKING

Speaking is the important language skill to be develop in the classroom. This implicity means that the teaching or learning time should be very much develop for the students development of this receptive skill. The aims of teaching speaking are to develop the students speaking ability, so that they can speak English fluently. To

be able to speak fluently speakers should have a particular purpose in their mind before they interact with the spoken topic. Harmer (2003 : 269) said : "Speaking is the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language on the spot".

## BASIC TYPES OF SPEAKING

### a. Imitative

According to L.G Alexander (1967 : 78) that : "At one end of a continuum of types speaking performance is the ability to simplify parrot back (imitate) word a phrase or possible a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance".

### b. Intensive

Furthermore, L.G Alexander (1967 : 78) states that : "A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, phonological relationship (such as prosodic elements intonation, stress, rhythm, juncture)".

### c. Responsive

According to L.G Alexander (1967 : 78) that : "Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and the like". So, the stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up question.

### d. Interactive

According to L.G Alexander (1967 : 79) that : "The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

### e. Extensive (monologue)

According to L.G Alexander (1967 : 80) that : "Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether".

## THE ASPECTS OF SPEAKING

### a. Pitch

Pitch is affected by numerous factors. It is however, much more effected by the tenacity of vocal-cord. According to Jeremy Harmer (2003 : 28) states that pitch describe the level at which

your speak. Some people have high-pitched voices, others say things in a low-pitched voice. We say that one person has a very high voice whereas another has a deep voice.

b. Rhythm

Freeborn define rhythm as follows: the rhythm of ordinary English derives from the patterns in words and utterance. It is generally agreed that the stressed syllables in speech tend to occur at.

c. Intonation

Jeremy Harmer (2003 : 185) states that intonation is often described at the music of the speech. It encompasses at moments at which we change the pitch of our voices in order to give certain messages.

d. Stress

According to Daniel Jones in Geoffrey, stress is not prominent. Stress is one of the factors that may cause or help to cause a sound syllable to be prominent. Jeremy Harmer (2003 : 32), stress is the term we use to describe the point in a word or phrase where pitch changes, vowels lengthen, and volume increase. Stress is vitally important in conveying meaning in phrases and sentences.

e. Juncture

Juncture is pause which occurs as frequent intervals when the speakers speak. Daniel Jones stated that pauses occur at frequent intervals in speaking the made for the purpose of talking and for the purpose of making the meaning clear. Sequences without pause which end at point where breath is or may be taking are called breath groups.

## ELEMENTS OF SPEAKING

### 1. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying *I would have bought*) but also the use fluent 'connected speech' (as in *I'd've bought*). Conveying fluent connected speech including assimilation, elision, linking "r". Contractions and stress patterning.

### 2. Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterance, vary volume and speed, and show by other physical and non verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

### 3. Lexis and grammar

Teacher supply common lexical phrase for different functions (agreeing, disagreeing, expressing shock, surprise and approval). The phrases will help students where students are involve in specific speaking context such as a job interview or when give a respond to their friends

with certain useful phrases which they can produce at various stages of an interaction.

### 4. Negotiation language

Negotiation language is important, in order to seek clarification and to show the structure of what we are saying. We often need to 'ask for clarification' when we are listening to someone else talk.

## THE GOALS OF SPEAKING

Brown in Lucas (1992 ; 66 ) argued the purpose of speaking was characterise into two extremes :

### 1. Chatting or listener related talk

Chatting as the exchange of amicable conversational turns with another speaker. The primary purpose is to make and maintain social contact, to oil the social wheels, and thus chatting forms a large part of anyone's social life.

### 2. Information related talk

Refers to speech aim at transferring information on a particular topic. People's talk at work mostly belongs to this end of continuum. Information related talk is also very much a part of teaching learning situations, and these kinds of tasks are very often included in assessment situations as well.

## DEFINITION OF THINK PAIR SHARE METHOD

Istarani (2011 : 67) stated there are three stages of think pair share method, they are think, pair and share stages. The procedure that used in think pair share able to give students more time to think, to response and help each other. As the name " Think Pair Share", **1) think** , this learning process begin with teachers give a question or issue that have relation with the subject for student's think. Teachers give the same opportunity for students to think about the answer. Then, **2) Pairing**, at this stage teachers ask students to work in a pair with their pairmates. Teachers give an opportunity for every pairmate to discuss, this strategy hopes able to wider the sense of answer that they thought through intersubjective with their pairmate.

At the third stage, the result of intersubjective at each pairmates talk with all of the pairmates in the classroom. This stage known as **3) Sharing**. At this stage students' curiosity would be rise and it would be able to motivate them to make question and push the construct of knowledge integratively. Students able find the structure from the knowledge that they study. One of the problem that influence the quality of education in Indonesia is the method that teacher choose. Education in Indonesia is theoretical and do not relate with the student's environmental. Finally, the effect is students can not applied what

they learned in the school to solve the problem face in their daily activities. For the long time, teacher paid more attention to get the target that oriented in score only.

## **METHODOLOGY**

This research would be conducted in SMK Negeri 1 Padangsidempuan that located on Jalan Sutan Soripada Mulia No. 25 Padangsidempuan, at the grade XI computer network engineering (TKJ). The time of this research would be conducted from February up to April 2015.

The choice of the sample was based on the following consideration : (1)Students of SMK Negeri 1 Padangsidempuan had been studying English since they in elementary school, however their ability in speaking was still passive, (2) SMK Negeri 1 Padangsidempuan made English as one of two obligation language in the school , they are indonesian and English , and then (3) SMK Negeri 1 Padangsidempuan have “ students’ debate program “ in every Saturday morning, the school have the class schedule to perform in the debate.

## **METHOD OF THE RESEARCH**

The method of the research would be conducted by using qualitative method. Based on Sugiyono (2008 : 213) if the problem was not clear, holistic, complex, dynamic, and full of meaning the method used should be qualitative. Because the problem in this research was to find out the use think pair share method to improve students’ speaking mastery, and this problem would be too complex so the method would need a spesific explanation.

## **DATA AND SOURCES OF DATA**

This research would be conducted in SMK Negeri 1 Padangsidempuan. The researcher will take the data from the XI Computer Network Engineering grade of SMK Negeri 1 Padangsidempuan. Students of XI-1 Computer Network Engineering with the total of students about 38 people’s that consist on 25 males and 12 females. The age of students were about 16 – 17 years old.

## **THE INSTRUMENT OF COLLECTING THE DATA**

### **a. Observation**

Observation based on Nasution in Sugiyono (2008 : 226) was the basis of all science. Researchers could only work based on the data, the fact of the information obtained for

research purposes. And through observation, researcher could learn about the behavior and the meaning of such behavior. According to Patton in Sugiyono (2008 : 228).

### **b. Interview**

Interview was a means of collecting information by asking a number of questions to be answered orally anyway. The main characteristic of the interview is in direct contact with the face to face between information seekers with resources. Based on Bogdan and Biklen in Sugiyono (2008 : 229) qualitative interview may be used either as the primary strategy for data collection, or in conjunction with observation, document analysis , or other technique.

## **THE TECHNIQUE OF COLLECTING THE DATA**

Technique of collecting the data was very important in doing by researcher. Data of the research would collect by using an instrument, which a researcher should make an instrument, depend on the indicators. Instrument would be a kind of test that has aims to measure how far students’ mastery in speaking.

## **THE TECHNIQUE OF ANALYZING THE DATA**

Analysis data in qualitative research carried out since before entering the field. In the field, and after completion of the field. Nasution in Sugiyono (2008 : 244) stated that the analysis has started to formulate and explain the problem, before plunging into the field and continue until the writing of the results of research. This research used descriptive analysis and qualitative approach in analyzing the data. Analysis of the data obtained from the data collection process, ranging from observation and interviews.

## **DESCRIPTION OF THE DATA**

This school has a good infrastructure, buildings, teachers and facilities that support to help smooth the process of learning. Class building with a total of 41 rooms, with additional language laboratories room, computer laboratory, laboratory type, library, headmaster room, adminstration room, teacher offices, mosques, UKS room, sport field, parking area, canteen , bathroom and gardens are well maintained. This school has several options such as Accounting Class, Administration Class, Health Class, Business Administration and Computer Network Engineering. This school has 41 classrooms consist of 14 rooms for class X, there are 4 Accounting class, 4 Administration

class, 2 Health Class, 2 Bussiness Administration class and 2 Computer Network Engineering class. Then, 14 room for class XI, consist of 4 Accounting class, 4 Administration class, 2 Health Class, 2 Bussiness Administration and 2 Computer Network Engineering class. And 13 rooms for class XII, consist of 4 Accounting class, 4 Administration class, 1 Health Class, 2 Bussiness Administration and 2 Computer Network Engineering class. Total of students at SMK Negeri 1 Padangsidimpuan are 1626 students, consist of 540 students in the grade X, 566 students in the grade XI and 520 students in the grade XII.

### TRUSTWORTHINESS

The researcher took 6 students as participants. The participants would divided into 3 groups. The first group consist of 2 students with high ability, the second group with enough or middle ability, and the last low ability. Then, the researcher called them with high, middle and low quality.

### CREDIBILITY

Based on observations was done by the researcher in SMK Negeri 1 Padangsidimpuan during learning activities, the researcher saw a very enthusiastic teacher to explained about the subject matter to students by using English and Indonesian in turn, the teacher look really mastered the material and even used of complementary tools to support his teaching , but the spirit of the teacher was not balance with the spirit of learning and student interest shown.

The result with Nadia Siregar :

*Researcher : What do you think about English and speaking ?*

*Nadia : I am not like English. Saya tidak suka pelajaran Bahasa*

*inggris, bahasa Inggris itu rumit dan membingungkan. Ada*

*banyak kalimat yang saya tidak mengerti. Saya juga tidak*

*suka kegiatan speaking karna saya tidak mengerti apa yang*

*diucapkan oleh teman saya ataupun guru saat menjelaskan*

*didepan kelas.*

It means, I do not like English, it so complicated and

confused. There are many sentence that I do not understand. Also, I do not like speaking activities because I

do not understand what my friend or the teacher said in

the classroom when he teach.

The result when researcher observed Nadia Siregar, She was less in vocabulary because she only smile when answered the researcher's

questions. Firstly, when researcher ordered her to answer in English, She tried but after that stated that she can not used English. Nadia only knew the English of "*I am not like English*". But her pronounciation also still wrong, she pronounced "*English /'englis/*" it should be */I glr /*. And then, her grammar was still not appropriate. She told "*I am not like English*", It should be "*I do not like English*". Because "*like*" in the sentence was as a verb not adjective or adverb. So, she could not use the appropriate role of grammar to communicate in English.

### TRANSFERABILITY

In transferability, researcher used think pair share method as way to increase students interest to speak and able express and share their thought based on their experience that have relation with the material. Some of students like English because the way of teachers to teach them and made them interest to study, and anothers students stated they usually found new vocabulary from the song that they ever heard or film they watched and also from the teacher's repetition when teach them in front

of class. Both of the participant in the pair shared the result of their discussion one by one.

The answer of Nadia Siregar, she described about Michael Jackson :

*1. Michael Jackson is singer*

*2. He is handsome*

*3. He is famous*

*4. His nose is sharp*

*5. I like his voice*

Based on the researcher observation to Nadia Siregar, from the first assignment researcher seen that Nadia Siregar so lack in vocabulary, pronounciation, stressing and grammar. She only known thes English of "*he*", "*is*", "*singer*" and "*like*".

### DEPENDABILITY

After researcher applied think pair share method in teaching English, the students could improve their speaking mastery than before. So that, the researcher wanted to find the solution such as place or community for them to explored their speaking mastery. Then, the researcher found some information in their school that were some extraculliculer to support their skill. For support the student to improve their speaking, the school had some facilities to developed students' speaking mastery. The sollution were followed English course that made by teacher of English after school finished, extracurricular activity in speech or drama community, made English as one of a must language in this school and class debate competition every Saturday.

## **CONFIRMABILITY**

Based on observation was done by researcher in SMK Negeri 1 Padangsidempuan, researcher found teacher still monotonous in lecture method although always taught students with very enthusiastic, he had mastery the material and sometimes invited students to talk in English with him but students looked not so enthusiasm.

1. The students with high ability almost could deliver their opinion about the picture with good vocabulary, pronunciation, stressing, grammar and could related their feeling about Michael Jackson.
2. The students with middle ability almost could deliver their opinion about the picture in good vocabulary, pronunciation, stressing and grammar.
3. The students with low ability delivered their opinion about the picture in very simple answer. But they could used the appropriate pronunciation, stressing and grammar.

## **FINDING THE NEW THEORY**

Based on research in SMK Negeri 1 Padangsidempuan in class XI TKJ 1, many findings obtained by researchers. It was one of the early researchers saw a lack of student interest in the subject of English especially in speaking. Because the student was confused to say something because they did not know the English language, even they had difficulty in pronouncing a difficult word they said. In this study, where the researchers wanted to saw how the used of think pair share method in teaching English to improve students' speaking mastery. Researchers provided think pair share method in the lesson. Students are required to give their opinion about a topic in picture. Students share their opinion about the picture with simple language that they knew. Before, speaking students are not like the material, but with this method students so interested in speaking. So that, in teaching learning process should used think pair share method as the way to make the students more enjoyable in learning. The students also had a positive energy to more creative and active to delivered their opinions in teaching learning process.

## **CONCLUSIONS**

- 1 The students speaking mastery at the grade XI SMK Negeri 1 Padangsidempuan were still

monotonous. They can not shared their opinions in good English because most of the students did not have motivation and interest to learning English especially in speaking. They so lack in their vocabulary, pronunciation, stressing, intonation and grammar. Other students difficulty based on the interview with the teacher of English was the students did not make speaking English as their habit, they often practiced in everyday life, they easier get bored with the teaching method, and did not confidence with their ability so that they felt worry if their English did not good enough. It made their English did not raise be better and still monotonous.

2. In speaking ability by using think pair share method in teaching English at the grade XI SMK Negeri 1 Padangsidempuan would been interested, enthusiastic and not bored for students also so much easier express their self by delivered their own opinion about the topic and also could related the topic based on their live experiences. The students was be able to speak with their Style and their way, furthermore they would not only speak based on the topic they saw but also they felt in their experience.

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